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ABSTRACT

A number of policy questions has emerged as a result of various efforts to improve special education and vocational education services to handicapped students at the secondary level through linkages among general education, special education, and vocational education. These questions reflect recent research findings which demonstrate that the percentage of handicapped adults represented in the work force is far less than the percentage of nonhandicapped adults. Contributing factors include the following: a perceived decline in the number of handicapped students receiving special education services at the secondary level; severe shortages of personnel who are trained in both special education and vocational education; limited vocational education programs and service delivery options; and a limited funding base. The overriding questions are whether education can become more responsible to the overall needs of handicapped youth and how to determine the most effective means of accomplishing that objective. An analysis of the needs assessment data from four states has identified six issues as most clearly reflecting the state of the art for vocational education of handicapped youth: (1) interagency cooperation, (2) personnel preparation, (3) funding, (4) service delivery/program options, (5) program evaluation, and (6) services to Native Americans and other minority handicapped youth. (Author/JH)

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VOCATIONAL EDUCATION OF HANDICAPPED YOUTH

STATE OF THE ART

A NASBE REPORT

NATIONAL ASSOCIATION OF STATE BOARDS OF EDUCATION

Washington, D.C.

1979

CE 022 633

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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FOREWORD

The aim of this report is to disseminate current information pertaining to the vocational education of handicapped youth. The contents of this report reflect the information collected during an eight-month pilot project administered by NASBE.

Four states participated in the project: Arizona, Maine, Montana and South Dakota. Each of the four states was visited twice for the purpose of interviewing state directors of special education, vocational education and vocational rehabilitation, along with their staffs, as well as individuals representing other agencies and organizations such as the Bureau of Indian Affairs, Division of Indian Education, vocational-technical schools, state legislature, and CETA. A presentation was made to the State Board of Education in each of the project states to inform them of the results of the study.

NASBE was awarded a three-year grant from the Bureau of Education for the Handicapped which will enable the Association to greatly expand on the activities targeted in the pilot project. A project update report will be disseminated at the close of each project year for the duration of the grant.

Dr. Ronald Howard
Project Director

ABSTRACT

A number of policy questions have emerged as a result of various efforts to improve special education and vocational education services to handicapped students at the secondary level through linkages among general education, special education and vocational education. These questions reflect recent research findings which demonstrate that the percentage of handicapped adults represented in the work force is far less than the percentage of nonhandicapped adults. Contributing factors include:

- a perceived decline in the number of handicapped students receiving special education services at the secondary level;
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- limited vocational education programs and service delivery options;
- a limited funding base.

The overriding questions are whether education can become more responsible to the overall needs of handicapped youth and how to determine the most effective means of accomplishing that objective?

An analysis of the needs assessment data from the four (4) project states has identified the following six (6) issues as most clearly reflecting the state of the art for the vocational education of handicapped youth:

1. Interagency Cooperation
2. Personnel Preparation
3. Funding
4. Service Delivery/Program Options
5. Program Evaluation
6. Services to Native American and Other Minority Handicapped Youth

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VOCATIONAL EDUCATION FOR HANDICAPPED YOUTH

A NASBE SPECIAL PROJECT FINAL REPORT

PART I: OVERVIEW OF VOCATIONAL EDUCATION FOR HANDICAPPED YOUTH

Too Little Concern

During the past decade educators have become increasingly concerned about the non-handicapped student who leaves the public educational system lacking the skills necessary to survive in the working world. This concern is reflected in recent legislation such as the Comprehensive Employment and Training Act (CETA) and the Youth Employment and Demonstration Projects Act (YEDPA). Yet, little if any concern exists for the handicapped student who leaves school with these very same deficiencies.

Repercussions

This lack of concern and the resulting training and employment problems encountered by handicapped individuals are reflected in the following facts:

1. Only two-fifths of the mentally and physically disabled adults are employed during a typical year, compared with three-fourths of all non-disabled adults. Average weekly wages of employed disabled males are twenty-two percent (22%) lower than those of their non-disabled counterparts. These figures become even more dramatically apparent during periods of economic crises such as high unemployment and high inflation (Levitan and Taggart, 1977).
2. Although P.L.94-482 (Education Amendments of 1976, Title II - Vocational Education) has a 10% set aside of the total grant award for handicapped students, these students comprise only 2% of the total enrollment in vocational education programs. (U.S.O.E. Report, 1978).

3. As of September 30, 1976, handicapped individuals comprised only four percent (4%) of all persons enrolled in CETA Title I programs and held less than three percent (3%) of the public service jobs under CETA Titles II and VI (DOL Report, 1977).

A Reversal

This indicates, to a great extent, the void in the vocational training of handicapped students to develop specific marketable skills. It appears that this trend may be reversing. As a result of federal and state legislation, litigation and regulations, coupled with the involvement of various advocacy groups, there now exists national, state and local efforts to provide handicapped learners with an appropriate vocational education in the least restrictive environment.

P.L. 94-142 has integrated the concept of vocational education into its commitment to provide a free appropriate public education (FAPE) for all handicapped children. Section 121a.305 of the final regulations for this legislation states unequivocally that "Each public agency shall take steps to insure that its handicapped children have available to them the variety of educational programs and services available to non-handicapped children...including...vocational education."

Commissioner's Statement

On June 10, 1978, the U.S. Commissioner of Education issued a position statement on vocational education for handicapped youth. As printed in the Federal Register for Monday, September 25, 1978, the summary statement read:

> It is the position of the U.S. Office of Education that an appropriate comprehensive vocational education will be available and accessible to every handicapped person.

The Bureau of Education for the Handicapped and the Bureau of Occupational and Adult Education developed this statement jointly to reflect the goals of the U.S. Office of Education with respect to providing vocational education to handicapped youth.

The position statement emphasized the concern of the U.S. Office of Education that a marked reduction of handicapped students, ages 17 through 21, are enrolled in special education programs as compared to the 6-16 age group. As stated in the report, the declining enrollment of handicapped students is directly attributable to a deficiency in the number of free appropriate public education programs available to them. Furthermore, the report cautions that by no means must the decline in enrollment be interpreted as demonstrating a decline in the need of services. Because a discrepancy exists between the projected total number of handicapped youth and the number of handicapped youth presently being served in special education programs, the initiation and implementation of appropriate programming has been given top priority status. Vocational education, job training and job placement represent the next major frontier in special education.

The discrepancy in the expected number of handicapped youth and the actual number of handicapped youth receiving special education services is even more apparent with respect to bilingual/bicultural handicapped youth and Native American handicapped youth.

The following statement forms the basis of the U.S. Office of Education's position vis-à-vis an appropriate, comprehensive vocational education for handicapped youth.

1. The provision of appropriate comprehensive vocational education for the handicapped is dependent upon all segments of the education system. Elementary, secondary, and adult education must provide programs and services necessary for students to develop basic skills and make career choices. Vocational education must provide the education and training to develop occupational competencies.

2. Appropriate comprehensive vocational education for the handicapped must include cooperative relationships between the educational sector and the employment sector to facilitate the transition from school to work.

3. Appropriate comprehensive vocational education for handicapped persons will provide sequential educational instruction and training appropriate to the needs and progress of each handicapped individual.

4. Appropriate comprehensive vocational education will, to the maximum extent possible, identify and eliminate factors such as attitudinal and environmental barriers, which determine to a large degree the impact that specific handicaps have on individuals.

State Participation

The promise of a free appropriate public education to maximize the potential of handicapped youth to develop successful, satisfying vocations and careers depends to a great extent upon the coordination of education and rehabilitation services within the states. This coordination is necessary to ensure the accessing of all possible vocational skill development programs for handicapped youth.

The state education agency plays a critical role in its coordinative and supervisory responsibility to assure that appropriate vocational education training is included in the special education programs for handicapped children. However, there is a need for states to develop interagency and intradepartmental agreements to support this role of the SEA. The possibility of bringing vocational education for the handicapped to the position which it rightfully deserves will become a reality through the creation of a higher level of policy formulation and program implementation. The state education agency must accept responsibility for achieving these goals.

PART II: NEEDS ASSESSMENT ANALYSIS

Definition of Needs Assessment

A needs assessment is the process of determining what things are needed to serve some worthy purpose.

More specifically, a needs assessment is:

> ...a process for identifying and examining the purposes against which needs are to be determined; getting these purposes modified if they are found improper or flawed; identifying the things that are requisite and useful for serving the validated purposes; assessing the extent that the identified needs are met or unmet; rating the importance of these met and unmet needs; and aiding the audience for the needs assessment to apply the findings in formulating goals, choosing procedures, and assessing progress. (Stufflebeam, 1977)

Discrepancy Evaluation Model (DEM)

In order to determine needs, a comparison of what is (a performance) to an expectation of what should be (a standard) is applied. A difference between the standard and the performance is known as a discrepancy, or need.

Needs Discrepancy Index

The Need Discrepancy Index is designed to represent the information collected during the needs assessment. The data is organized as follows:

- Issues: identified during the needs assessment
- Existing Policy(s)/Practice(s): determined through implementation of needs assessment

- Desirable Policy(s)/Practice(s): determined by P.L. 94-142, P.L. 94-482, Section 504 mandates, state rules and regulations, and recommendations of SEA personnel

- Needs/Recommendations: determined by the discrepancies between existing policy(s)/practice(s) and desirable policy(s)/practice(s)

Policy Issues Identified During the Needs Assessment

A number of policy questions have emerged as a result of various efforts to improve special education-vocational education services to handicapped students at the secondary level through linkages among general education, special education and vocational education. These questions reflect recent research findings which demonstrate that the percentage of handicapped adults represented in the work force is far less than the percentage of nonhandicapped adults. Contributing factors include:

- a perceived decline in the number of handicapped students receiving special education services at the secondary level;
- severe shortages of personnel who are trained in both special education and vocational education;
- limited vocational education programs and service delivery options;
- a limited funding base.

The overriding questions are whether education can become more responsible to the overall needs of handicapped youth and how to determine the most effective means of accomplishing that objective?

An analysis of the needs assessment data from the four (4) project states has identified the following six (6) issues as most clearly

reflecting the state of the art for the vocational education of handicapped youth:

- Interagency Cooperation
- Personnel Preparation
- Funding
- Service Delivery/Program Options
- Program Evaluation
- Services to Native American and Other Minority Handicapped Youth.

SUMMARY OF INDIVIDUAL POLICY ISSUES

POLICY ISSUE #1: INTERAGENCY COOPERATION

A major thrust at the national level in education is to encourage states to develop and implement interagency agreements. The Bureau of Education for the Handicapped (BEH), Bureau for Occupational and Adult Education (BOAE) and Rehabilitation Services Administration (RSA) have co-sponsored a national conference on interagency cooperation. The goal of that workshop was to facilitate the delivery of appropriate comprehensive career, vocational, special education, and rehabilitation services to secondary and post-secondary handicapped individuals.

Workshop objectives were:

- To clarify and review the policy of federal programs in respect to collaborative planning for delivery of special education and vocational rehabilitation services;
- To identify concerns and problems related to the delivery of comprehensive services and discuss possible resolutions;
- To present a process model for developing interagency cooperative agreements;
- To assist state representatives in the initial steps for development or refinement of cooperative agreements; and,
- To complete a timeline for completion and implementation of the interagency agreements.

Although many states already have verbal cooperative agreements, the need to transfer those verbal agreements to writing is seen as a high priority within the U.S. Office of Education.

Three major barriers which affect the development and implementation of cooperative agreements have been identified. These are: (1) lack of communication; (2) protection of turf or territory; and, (3) concern over

allocation of fiscal resources. Delineation of these barriers is seen as a prerequisite to the successful implementation of interagency agreements.

Educators, administrators and policy makers at all levels have expressed their belief that only through a concerted effort in interagency cooperation and linkages can handicapped students be assured a full continuum of services necessary to ensure the smooth transition from public education to the world of work.

Additional issues pertinent to the development and implementation of interagency cooperation include:

- consideration of all human service agencies, e.g., Mental Health, Developmental Disabilities, Department of Labor (CETA), Public Health, Department of Corrections, Department of Human Resources, Goodwill, Easter Seals, etc.
- involvement with higher education, including higher education agencies and the Board of Regents, and field-based training programs
- allocation of a full time special education-vocational education liaison staff position
- designation of one agency to broker all cooperative efforts.

MODEL SERVICE PROFILE CHART FOR SECONDARY OCCUPATIONAL PREPARATION

INSTRUCTIONAL COMPONENTS	AGE RANGE*	GRADE LEVEL*	RESPONSIBLE PROGRAM
Personal Adjustment (daily living	11, 12, 13	6th, 7th, 8th	Special Education (with consultation from Vocational Rehabilitation)
Pre-Vocational Evaluation and Education	11, 12, 13	6th, 7th, 8th	General Education Special Education (with consultation from Vocational Education and Vocational Rehabilitation)
Vocational Training	16 - 21	9th - 12th	Vocational Education Special Education Vocational Rehabilitation
Post Secondary Training and Follow-up			Vocational Rehabilitation Vocational Education Adult Education

*Age ranges and grade levels will vary depending on the level of need or severity of handicap. These may also be determined by state law.

Source: National Workshop for the Development of Comprehensive Secondary Programming and Rehabilitation Services for the Handicapped

POLICY ISSUE #2: PERSONNEL PREPARATION

For the most part, special educators have little, if any, training in vocational education; similarly, vocational educators have little, if any, training in special education. To date, few states have adopted certification requirements that assure a specified level of competency for personnel who provide vocational instruction for handicapped students. Therefore, there is a need to:

- amend teacher certification requirements in each state as needed to assure that personnel serving handicapped students receive transdisciplinary training covering special education and vocational education;
- solicit assurances from all institutions of higher education which offer teacher education programs in special education and/or vocational education that the appropriate coursework will be provided;
- provide meaningful inservice training to special and vocational educators to aid them in providing vocational programs to handicapped students;
- provide meaningful inservice training to teachers of adult education, ESL, physical education, and others to aid them in providing vocational programs to handicapped students;
- provide inservice training in transdisciplinary decision-making for key service personnel and human service systems planners; and provide awareness training to administrators and other key personnel.

Key questions relating to personnel preparation include:

- Is there a need for separate certification requirements for special education personnel working at the secondary level as opposed to the elementary level?
- Do all general education personnel receive training in special education (e.g., a specially designed course covering the education of exceptional children that is state mandated for all teachers such as House Bill 671 in Georgia)?
- Does a formal written agreement exist between the state education agency and one or more institutions of higher education and/or other agencies to provide appropriate in-service training?

- Are incentives utilized to ensure participation in inservice training programs?
- How are the inservice programs funded?
- How are the inservice programs evaluated?
- Do the recipients of the inservice programs have input into the core planning?

POLICY ISSUE #3: FUNDING

A major concern with respect to funding of vocational education programs for handicapped students, as seen by many SEA's, is the requirement of matching funds under certain federally initiated programs. Perhaps of greater concern to some SEA's is the question of cost-effectiveness with respect to providing all handicapped students with a wide range of programs and services that have been designated in the IEP's. The following questions reflect many of the concerns as expressed by SEA personnel:

- Is the concept of a set-aside as defined by P.L. 94-842 necessary? Is it working? Is it too restrictive?
- What are the chances for some federal financial assistance for implementing Section 504, especially for major architectural renovations?
- Should all set-aside funds under various programs which are targeted to serving handicapped students be consolidated? Would this approach assist or impede increased funding of programs targeted to benefit handicapped students?
- Have all potential resources for funding of "handicapped programs" been identified? (e.g., CETA, Youth Work Inc, federal and state special project grants)?
- How have the set-aside funds under P.L. 94-482 been utilized? How can it be utilized most effectively?
- Is it possible for purposes of allocating dollars, to make a clear distinction between "handicapped" students and "disadvantaged" students?
- Are other states finding it difficult to locate the state's share of the matching funds under the P.L. 94-482 set-aside requirements?
- Will the implementation of interagency cooperation at the state and local levels assist in alleviating the financial burden for educating handicapped students which now falls on one or two departments within the SEA?

POLICY ISSUE #4: SERVICE DELIVERY/PROGRAM OPTIONS

Vocational education delivery systems targeted to handicapped students should include the following options:

- Regular Vocational Education. These programs must be available to all handicapped students who can benefit from regular class placement and who do not require additional assistance. It is important that a close working relationship be established and maintained between vocational education staff and special education staff.

- Adapted Vocational Education. Regular vocational programs are altered to accommodate special education eligible students. Special materials, instructional aids and assistance from a special education teacher consultant are examples of program adaptation.

- Special Vocational Education. Designed for students whose impairment is so severe as to preclude success in a regular vocational program. Training is usually for semi-skilled jobs and/or for introductory skills. Program is usually limited to students placed in a self-contained special education class. Handicapped students may be placed in this program in order to gain prerequisite skills for entry into a vocational training program or to gain entry level job skills. Existing sheltered workshop/rehabilitation facilities may be used for training purposes.

- Individual Vocational Training. Vocational education program is tailored to meet the individual needs of each student. Program may be offered in a variety of settings, e.g., school, community, another district, work study, O-J-T, etc.

- Pre-Vocational Evaluation Services. This program is designed to provide vocational assessment to students whose disability precludes the use of the regular education sequence. Sheltered workshops, rehabilitation facilities, and private vocational assessment facilities provide this service, usually under contract through the school system.

For each of the above service delivery options, a variety of program services and activities must be provided. Suggestions include:

- Survival skills
- Basic/functional academics
- Career education (to include career awareness and career exploration)

- Prevocational assessment and evaluation
- Prevocational training
- Vocational assessment and evaluation
- Vocational counseling and guidance
- Vocational education/training (to include work adjustment and job readiness training)
- Job placement (to include appropriate matching of student skills and abilities to job requirements)
- Evaluation and follow-up services (for completers and leavers)
- Life experience training
- Independent living training.

Information on model programs, services, activities, and materials must be disseminated nationally and made readily available to teachers and administrators upon request.

Models for providing comprehensive vocational education to handicapped students in rural areas must be developed and implemented (e.g., mobile units, public TV, automated teaching units).

Potential community resources to provide a continuum of comprehensive vocational services must be explored. Possible sources include:

- vocational-technical schools
- junior colleges/community colleges
- regional occupational centers
- adult education
- park and recreation departments
- CETA programs and other government sponsored vocational training programs
- private evaluation and training facilities
- rehabilitation facilities

- sheltered workshops
- colleges and universities
- on-the-job training programs sponsored by business and industry (including unions).

Additional considerations under service delivery/program options include:

- modification of programs and facilities where needed
- adaptation of devices and other equipment
- accessible and available facilities
- accessible and available transportation
- provisions for deinstitutionalized populations, elderly handicapped, severely disabled, mildly/moderately handicapped adults, and minority handicapped
- granting of education (academic) credit for all vocational education programs
- selection of assessment/evaluation instruments and materials that are non-discriminatory and that have been validated for the specific purpose for which they are to be used and standardized on the same populations to be tested
- provision of necessary auxiliary aides and services
- active participation of parents and handicapped individuals in all phases of program planning.

Source: Guidelines For Special Education Programs and Services In Michigan (Revised Edition), Michigan Department of Education Special Education Services, Lansing, Michigan 48909

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POLICY ISSUE #5: PROGRAM EVALUATION

P.L. 94-482 requires that the state education agency evaluate the effectiveness of all programs which receive federal, state and local funds as part of the state's 5 year plan for vocational education.

Program evaluation must not be restricted to a formal monitoring and evaluation process. Rather, it must be an on-going process designed to provide useful and relevant feedback to program administrators. This information can then be used to compare actual performance and outcomes of programs to expected performance and outcomes. Program needs will thus be determined and decisions to modify existing programs can be made with data to back up those decisions.

Longitudinal data on completers and leavers of vocational education programs is desperately needed. What data now exists is rarely used to evaluate the success of vocational education programs. In addition, dissemination of "successful" programs is to be encouraged.

POLICY ISSUE #6: SERVICES TO NATIVE AMERICAN HANDICAPPED YOUTH

Serious gaps exist in educational services for Indian youth. This situation is even more critical when applied to handicapped Indian youth. Factors which contribute to this condition include:

- Responsibility for educating Indian students is rarely adequately defined between the state education agency (SEA) and the Bureau of Indian Affairs (BIA). As a consequence, too often Indian students "slip through the crack" and receive no formal education;
- BIA rarely provides special education for handicapped Indian students; the same is true for vocational education;
- The terms "handicapped" and "special education" often are interpreted by Indian parents as meaning "crazy" or as having a similar negative connotation. Thus, they are highly resistant to permitting their children to be classified as handicapped. This severely hinders the child find process;
- Prevocational and vocational assessment and training programs designed specifically for handicapped Indian youth are nonexistent in many states and are rarely successful where such programs do exist;
- There is a desperate need to identify vocational training programs for Indian youth, including handicapped Indian youth, in which the uniqueness of Indian cultures and value systems are considered;
- Preservice and inservice training for personnel responsible for the education of Indian youth rarely adequately prepare non-Indian teachers to meet the varied challenges which often confront them;
- Existing vocational education programs targeted to handicapped and nonhandicapped Indian youth must be broadly disseminated so that other providers of similar services can benefit from those programs;
- There exists little, if any, reliable data relative to numbers of handicapped Indians and types of specialized services presently being provided;

- Curriculum, educational materials, facilities, and services are usually outdated and unrealistic for handicapped Indian children, particularly if they reside on a reservation; and,

- There is an almost total absence of Indian leaders represented at the decision making levels.

PART III: RECOMMENDATIONS TARGETED TO POLICY

ISSUES FOR CONSIDERATION BY THE STATE BOARD OF EDUCATION

KEY:

1.0 Interagency Cooperation

2.0 Personnel Preparation

3.0 Funding

4.0 Service Delivery/Program Options

5.0 Program Evaluation

6.0 Services to Native American and Other Minority Handicapped Youth

POLICY ISSUE	RECOMMENDATIONS FOR POLICY CONSIDERATION
1.0 Interagency Cooperation	It is recommended that policy making boards develop and implement policies which will: 1.1 Promote the continued development and implementation of meaningful formal interagency agreements involving special education, vocational education and vocational rehabilitation. 1.2 Promote the development and implementation of meaningful, formal interagency agreements between the SEA/LEA's and a variety of human service agencies, e.g., CETA, Mental Health, Easter Seals. 1.3 Encourage the development of formal contracts between the SEA and higher education institutions for the purpose of providing statewide inservice training.

POLICY ISSUE	RECOMMENDATIONS FOR POLICY CONSIDERATION
2.0 Personnel Preparation	It is recommended that policy making boards develop and implement policies which will: 2.1 Stimulate Governing Boards responsible for higher education to: (a) provide preservice special education training to all general education students; (b) provide transdisciplinary training in vocational and special education to vocational and special education students; (c) require distinct and separate credentials for elementary and secondary special education students. 2.2 Encourage the SEA to make available inservice training to teachers and administrators as requested by the LEA's. 2.3 Assist recipients of the proposed inservice programs to take an active role in the planning of the inservice activities. 2.4 Encourage the development and implementation of specialized teacher training programs which target prospective teachers of students from special population.

POLICY ISSUE	RECOMMENDATIONS FOR POLICY CONSIDERATION
3.0 Funding	It is recommended that policy making boards develop and implement policies which will: 3.1 Provide for the adequate funding of career education/vocational education programs that are targeted to meet those needs of all handicapped students. 3.2 Allocate funds to positively sensitize and educate teachers, counselors and administrators to the needs of handicapped students through workshops, seminars and conferences. 3.3 Indicate within the board's budget that the legislature provide sufficient funds to be earmarked to assist LEA's in implementing Section 504 of the Rehabilitation Act. 3.4 Encourage the SEA and LEA's to identify and actively pursue all possible funding sources which will provide new and expanded vocational education programs for handicapped students.

POLICY ISSUE	RECOMMENDATIONS FOR POLICY CONSIDERATION
4.0 Service Delivery/ Program Options	It is recommended that policy making boards develop and implement policies which will: 4.1 Require LEA's to provide alternative vocational education program and service delivery options which will meet the identified needs of all handicapped students. 4.2 Stimulate the development of career education/vocational education materials that are targeted to students with specific handicapping conditions and to minority handicapped students. 4.3 Actively encourage the participation of handicapped students in a continuum of career and vocational educational experiences. 4.4 Promote the development of a comprehensive state resource manual related to the delivery of vocational education to handicapped students. 4.5 Provide for the upgrading of existing prevocational and vocational assessment materials and practices.

POLICY ISSUE	RECOMMENDATIONS FOR POLICY CONSIDERATION
5.0 Program Evaluation	It is recommended that policy making boards develop and implement policies which will: 5.1 Require LEA's to collect follow-up data on handicapped completers and leavers with respect to vocational education programs. 5.2 Stimulate additional research that focuses on the vocational education of minority handicapped students. 5.3 Stimulate additional research that focuses on service delivery options in both urban and rural settings. 5.4 Stimulate the collection and dissemination of information on existing model vocational education projects that focus on handicapped students.

POLICY ISSUE	RECOMMENDATIONS FOR POLICY CONSIDERATION
6.0 Services to Native American and other Minority Handicapped Youth	It is recommended that policy making boards develop and implement policies which will: 6.1 Promote interagency cooperation between the Bureau of Indian Affairs (BIA) and the Departments of Education and Labor. 6.2 Focus on achieving a clarification of roles between the SEA/LEA's and the BIA. 6.3 Promote awareness activities related to the needs and concerns of Indian Youth. 6.4 Assist Indian leaders to become more involved in the administrative and policy making arenas. 6.5 Assist in the development of a grant writing and grant management training component designed specifically for Indian leaders. 6.6 Increase existing efforts to locate and serve handicapped Indian children.

PART IV: TABLES

TABLE I

Key Policy Issues Related to
Vocational Education for Handicapped Students

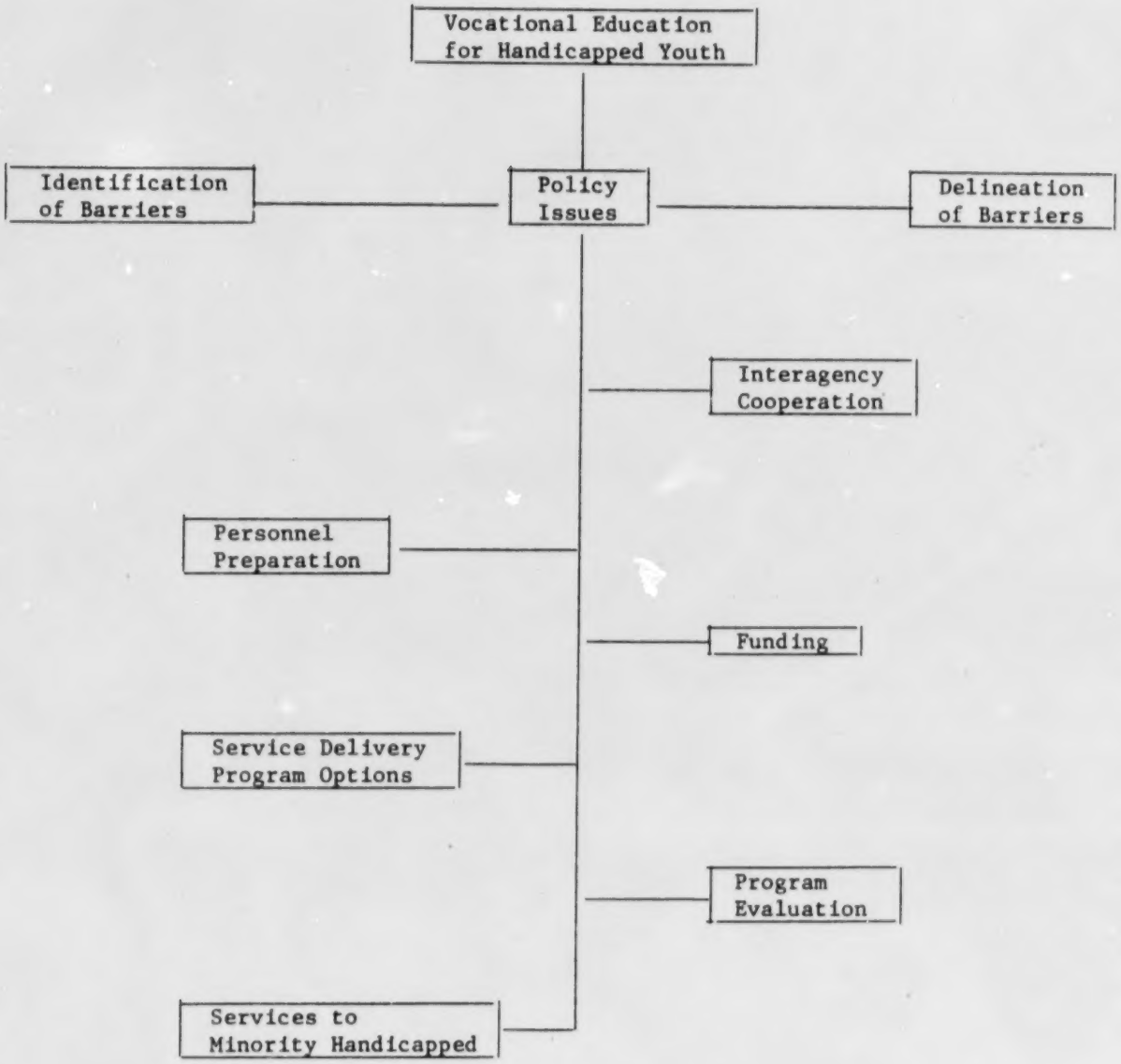
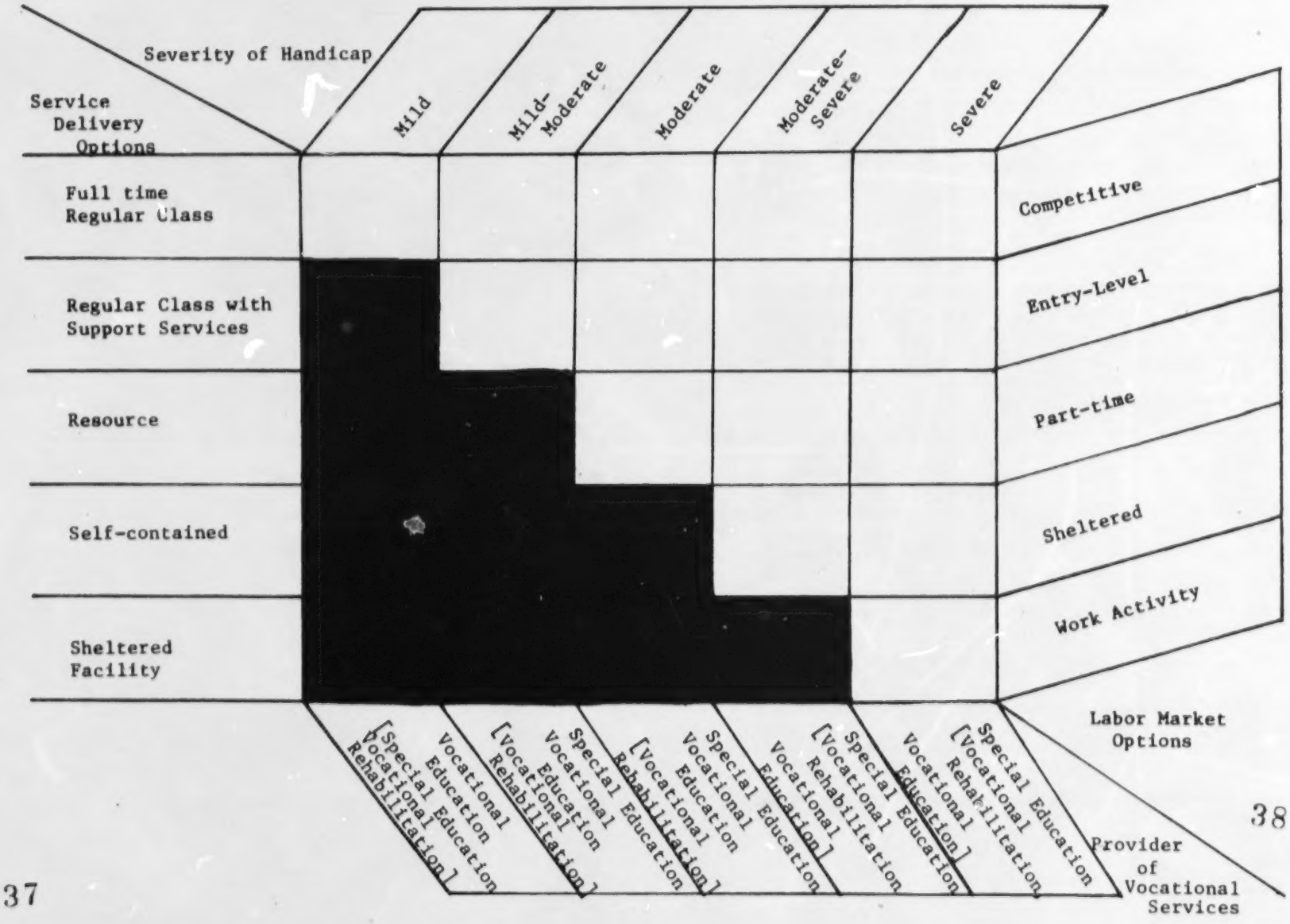


TABLE II: Conceptual Framework for Vocational Education for the Handicapped



PART V: STATE POLICIES AND STATISTICAL DATA FORMS

FORM A

POLICY				STATE POLICY SUMMARY							
				SOURCE			TYPE				
STATE	YES	NO	DATE	Leg.	SBE	CCSSO	State Statutes	Board Policies	Admin. Directives	Rules/ Regs.	Resolutions

FORM B

STATE POLICIES

State _____

Policy Yes _____ No _____

State Policy References

Source Policy

FORM C

STATISTICAL DATA

A. School Enrollment: K-8 and 9-12 FY '76, '77, '78

FY	Grade Level	General Population	Handicapped Population	Indian Population	Handicapped Indian Population
1976					
	K-8				
	9-12				
1977					
	K-8				
	9-12				
1978					
	K-8				
	9-12				

B. Vocational Education Enrollment: 9-12; FY '76, '77, '78

FY	General Population	Handicapped Population	Indian Population
1976			
1977			
1978			

C. Decline in Enrollment: 9-12; FY '76, '77, '78

FY	% Dropouts General Population	% Dropouts Handicapped Population	% Dropouts Indian Population
1976			
1977			
1978			

PART SIX: VOCATIONAL EDUCATION DELIVERY SYSTEM INDEX

(VEDSI)

COLLABORATIVE POLICY DEVELOPMENT FOR THE IMPLEMENTATION OF FREE APPROPRIATE VOCATIONAL EDUCATION FOR HANDICAPPED YOUTH

A NEEDS ASSESSMENT

Purpose: To assess the current status of vocational education for handicapped youth and to develop a collaborative model for the development and implementation of policies to provide comprehensive, free appropriate public vocational education to all handicapped youth ages 15 through 21.

prepared by the

NATIONAL ASSOCIATION OF STATE BOARDS OF EDUCATION

Spring 1979

INITIAL DATA GATHERING VISIT

State: _____

Dates for Site Visits: _____

Initial Contact: _____

Title: _____

Phone #: _____

Location: _____

Contacts:

Name	Title	Phone #	Date/Time/Location
	Chairperson, State Board of Education		
	Chief State School Officer		
	Director, Special Education		
	Director, Vocational Education		
	Director, Vocational Rehabilitation		
	Associate Superintendent		

Other Contacts:

Agency	Name	Phone #	Date/Time
NEA			
Indian Education			
Bilingual Education			
Legislative Staff			
Governor's Staff			
BIA			

Additional Site Visits

Location	Date/Time	Contact Person/Phone #

Comments, Etc.:

1.0 Statistical Data

1.1 School enrollment, K-8 and 9-12; Past 3 FY's

- 1.1.1 General population
- 1.1.2 Handicapped population
- 1.1.3 Indian population
- 1.1.4 Indian handicapped population

1.2 Vocational education enrollment, 9-12, Past 3 FY's

- 1.2.1 General population
- 1.2.2 Handicapped population
- 1.2.3 Indian population

1.3 Decline in enrollment, 9-12; Past 3 FY's

- 1.3.1 % of dropouts for general population
- 1.3.2 % of dropouts for handicapped population
- 1.3.3 % of dropouts for Indian population

2.0 Supporting Data

2.1 Current and projected policy and program commitments

2.2 Governing Board for Vocational Education

2.3 Issues presently identified in State Plan/ Annual Plan, State Statutes, State Board Policies, Administrative Directives, Action Statements, etc.

2.4 State Advisory Committees (identify title and function)

2.5 Existing resources, human and material

2.6 Major issues affecting the delivery of Vocational Education for handicapped students, e.g.:

- basic goals
- priority rating of issues
- barriers
- delineation of barriers
- pending litigation
- other

2.7 Recommendations for policy development

3.0 Interagency Cooperation

3.1 Identify existing interagency agreements

- agencies involved
- issues considered
- written and oral agreements
- implemented vs. "on paper only"

3.2 Identify proposed interagency agreements

- agencies to be involved
- issues to be considered
- timeline for implementation
- key actors involved

3.3 Major barriers affecting the implementation of interagency agreements/cooperation

3.4 Roles/responsibilities of agencies involved

3.5 Recommendations for policy development

4.(Personnel Preparation

4.1 Preservice training

4.2 Inservice training

4.3 Recommendations for Policy Development
(e.g., teacher certification, ...)

Comments:

(a) Preservice: do vocational education teacher trainees receive training in special education?

do special education teacher trainees receive training in vocational education?

do general education teacher trainees receive training in special education?

are there separate certification requirements for elementary and secondary?

(b) Inservice: who provides inservice training?

are there formal contracts involved?

are there incentives used to ensure participation?

who determines the content of the inservice?

is there an evaluation component built into the inservice?

how are the inservices funded?

5.0 Appropriations

5.1 Level of state financial support likely over the next 5 years (identify all funding sources)

5.2 Federal support (identify all sources)

5.3 Agency shared financial responsibility (identify all sources)

5.4 Fiscal accountability (how is this accomplished?)

5.5 Recommendations for policy development

6.0 Service Delivery/Program Options

6.1 Existing vocational education services/programs for handicapped students

6.2 Existing vocational education services/programs for handicapped Indian students

6.3 Existing vocational education services/programs for specific level of handicapped conditions, e.g., mild, moderate, severe

6.4 Existing service delivery options, e.g., regular program, resource, self-contained

6.5 Supportive (related) services provided

6.6 Modifications of schedule, curriculum, equipment, and facilities to assist individual students

6.7 Referral, screening, assessment and placement procedures

6.8 Eligibility requirements for entrance of handicapped students into vocational education programs

6.9 IEP's as they reflect vocational education programming

6.10 Prevocational and vocational assessment

- procedures
- materials and equipment
- curriculum (include work study and OJT)
- personnel (include qualifications)
- setting
- agencies responsible for providing services
- funding sources
- transportation to and from sites
- nondiscriminatory testing
- interagency agreements
- education credit

6.11 Post secondary vocational education services/programs

6.12 Specialized facilities, equipment, materials (include sheltered workshops)

6.13 Student vocational organizations with/for handicapped students

6.14 State recommended curriculum guides

6.15 Vocational counseling and guidance

6.16 Coordination of services

6.17 Life experiences training

6.18 Independent living training

6.19 Job Placement

6.20 Recommendations for policy development

7.0 Program Evaluation

7.1 Quality and availability of instructional offerings

7.2 Guidance and counseling services

7.3 Follow-up data, including educational and occupational status, of handicapped completers and leavers of vocational education programs

7.4 Facilities and equipment

7.5 Employer participation

7.6 Teacher qualifications

7.7 Recommendations for policy development

8.0 Data Specific to Indian Handicapped Population

8.1 Identify coordination efforts between the training institutions and the employment planning sections

8.2 Delineate roles/responsibilities between BIA and SEA

8.3 Identify Native American handicapped youth who are also bilingual/LES

8.4 Identify vocational rehabilitation programs for Indian handicapped youth, both on and off the reservation

8.5 Identify reliable spokespersons for Indian populations

8.6 Identify numbers of Native American handicapped students receiving service

- a) in public schools
- b) in private/parochial schools
- c) on reservations
- d) in BIA schools
- e) in contract schools
- f) other (please specify)

8.7 Identify procedures whereby BIA can implement PL 94-142

8.8 Identify numbers of Indian handicapped youth not receiving special education services, including vocational education

8.9 Identify numbers of Indian handicapped youth receiving inappropriate special education services, including vocational education

8.10 Identify existing data-gathering systems

8.11 Identify special problems of Indian handicapped

8.12 Identify existing cooperation between BIA - SEA - CETA

9.0 Additional information

9.1 Data from previous needs assessment(s)

9.2 Existing data collection systems

9.3 Procedures for dissemination of information

9.4 Labor market and demographic data

9.5 Module job training

9.6 Recommendations for policy development

10.0 Checklist of Materials to Collect

10.1 PL 94-142 Rules and Regulations and Annual Program Plan

10.2 PL 94-482 Rules and Regulations and Five-Year State Plan, Annual Program Plan, and Accountability Report

10.3 Vocational Rehabilitation Comprehensive Plan and Section 504, Subpart D, State Self Evaluation Survey

10.4 Contracts between the Commissioner of Education and Indian tribes

10.5 Copies of grants and contracts related to vocational education of handicapped youth

10.6 State Statutes

10.7 State Board Policies

10.8 Administrative Directives

10.9 Action Statements/Board Resolutions

10.10 State Advisory Board Reports

10.11 Certification requirements (related to vocational education for handicapped students)

10.12 Bureau of Indian Affairs Statutes/Rules and Regulations/ action statements/contracts and agreements/etc.

10.13 Interagency agreements/contracts

10.14 List of all State Advisory Committees